

CENTER FOR INFORMATION TECHNOLOGY CAREER ENHANCEMENT PROGRAM

A. Purpose and Scope

The Career Enhancement Program (CEP) is a program designed to help CIT employees in their career growth, and to meet our stated EEO objectives by providing opportunities for employees to receive on-the-job training in technical or professional positions, which may promote upward mobility. This program benefits participating supervisors by providing trained professional or technical employees with a knowledge of the Center and a proven attendance and performance record. It benefits employees by training them for positions that may provide them with enhanced career opportunities or potential assuming successful completion of the program.

The CEP provides a combination of on-the-job training, short courses and/or selected college/university courses to prepare employees for positions established under this program. Positions will be competed under the auspices of the NIH Merit Promotion Plan.

B. References

1. Title 5, Code of Federal Regulations, Part 410 – Training describes general requirements governing selection of employees for training in government and non-government facilities.
2. The NIH Handbook for Career Opportunities Training Agreement (COTA), dated January 1999, contains detailed requirements related to selection and training of employees for career opportunities.
3. NIH Merit Promotion Plan, dated July 24, 1996, describes the merit promotion process used in the competitive selection of employees for career opportunities.

C. Eligibility

1. General Requirements

To be eligible to apply for positions announced under the provisions of the CIT CEP, an employee must meet all requirements of items a-b below, and also meet the criteria specified in 2 a or b below:

- a. Be employed at CIT under a career or career-conditional appointment in Title 5, for at least the one year immediately prior to the closing date of the announcement; and
- b. Be appraised at the acceptable level for the current performance year.

2. Grade Level Considerations

CEP training positions will normally be announced at grade levels that range from GS-5 to GS-11, but may be filled at any grade level. Since promotion into the Program is not authorized under the provisions of the HHS COTA, employees serving in grades below the minimum level announced are not eligible to apply. To be eligible, applicant must:

- a. Be currently employed at one of the announced general schedule (GS) grades or wage grade (WG) equivalent levels. These applicants will be laterally reassigned to technical/paraprofessional training positions, if selected; or,
- b. If employed at grades higher than the minimum level announced, accept a downgrade to the maximum grade level announced for the training position, if selected. CEP Trainees who accept a voluntary reduction in grade to enter the CEP will be paid at their highest previous rate (as defined in 5 CFR 531), if that rate can be met in the grade to which the CEP Trainee has been downgraded. A CEP Trainee covered by a special salary rate when assigned to a CEP retains the special salary rate (See 5 CFR 531 and 5 CFR 536). If their highest previous rate cannot be met, CEP Trainees may be eligible for pay retention for two

years by virtue of having been placed in a career development program. Pay retention entitles the Trainee to retain either their current salary rate or 150% of the maximum rate of basic pay for the CEP Trainee position assigned, whichever is less. However, if retained pay exceeds the maximum step of the grade of the CEP Trainee position the CEP Trainee receives only one-half of comparability increases. The CEP Trainee's knowledge and understanding of these pay requirements should be documented on the CIT CEP Agreement when applicable.

D. Definitions

1. Target Position - The position to be filled by the employee upon completion of the CEP training period. Note: The job qualifications for the position must be met in compliance with OPM guidelines
2. Individual Development Plan (IDP) - An individualized plan that describes the combinations of on-the-job experience, short courses and selected academic course work that prepare the CEP for the target position. The Plan is open to revision to ensure optimal achievement of CEP and target position objectives as well as progress by the employee.
3. Full Performance Level – This is the maximum grade level of the position that an employee may be advanced without further competition. This is normally the highest grade level of the career ladder established for a position.

E. Support of Training

1. Cost of tuition, fees and materials for all formal training are paid by the Office/Division where the CEP is organizationally located unless a less than satisfactory grade is received.
2. Costs of equipment, supplies, travel and other items associated with on-the-job training and experience are paid by the Office/Division where the employee is assigned.

F. Responsibilities of Supervisors

1. Serves as the selecting official for the training position.
2. Develops a position description and an Individual Development Plan (IDP) to ensure that the employee will acquire the knowledge and skills required for performance in the target position.
3. Establishes a performance appraisal plan containing job elements and performance standards as required by the NIH Performance Appraisal Program Plan.
4. Organizes the CEP Trainee's work assignments in accordance with the IDP, and negotiates with the CEP Trainee to ensure that the work-study schedules promote successful program completion.
5. Assists the CEP Trainee in selecting formal training that supports the CEP objectives and professional development.
6. Evaluates and reports the employee's progress to the Human Resources Management Office at regular intervals, and completes program reviews and formal ratings as required by the performance system.
7. Recommends the employee for promotions and for reassignment to the target position as scheduled objectives of the IDP are met.

G. Responsibilities of CEP Employee

1. Participates in on-the-job and formal training components as described in the IDP.
2. Prepares and sends NIHITS forms for proposed course work through the training supervisor for appropriate approval signatures.
3. Negotiates work/school/training schedules with the supervisor to ensure that optimal on-the-job training experiences are assigned.
4. Provides copies of work/class schedules to the supervisor in a timely fashion; submits any schedule changes to the same officials; and provides information on academic training as requested, including grades for courses.
5. Evaluates assignments for fulfillment of training objective.
6. Signs the CIT CEP Program Agreement.

H. Responsibilities for HRMO

1. Develops crediting plans and position descriptions in conjunction with supervisors, evaluation statements, vacancy announcements, and other material used in the recruitment and selection of CEP Trainees. Rates, ranks and refers eligible candidates for consideration for the CEP position(s).
2. Assists supervisors in the development of Individual Development Plans (IDP) for CEP Trainees.
3. Assists CEP Trainees and their supervisors on selection of training courses, or seminars and other job related assignments for conformity with IDP, job relevance requirements and program guidelines; and monitors the progress of CEP Trainees.
4. Ensures that the required evaluations of CEP Trainees are conducted and that appropriate action is taken if an evaluation indicates unsatisfactory on-the-job or academic performance.
5. Orients new CEP Trainees to operating procedures of the program, including the provisions of this policy; and provides individual counseling resources as needed.

I. Length of CEP

The minimum period of time that one can be covered under the CEP is six months. Although the normal duration of a CEP training period is two years, this period may be extended for up to an additional year.

J. Recruitment and Selection

The Human Resources Office advertises the vacancies; receives and screens applications; and holds qualifications review boards (QRB's), if requested, to decide which applicants are highly qualified and refers the lists of highly qualified candidates to the selecting officials who conduct interviews and make selections according to provisions of the NIH MPP.

K. Training

The CEP provides a combination of on-the-job experience, training courses, and selected college/university courses to assist in preparing CEP Trainees for target positions. Training content and length will be designed for each individual employee in relation to the qualifications for the job for which they are preparing and their entrance qualifications. It is important that the supervisor, employee, and HR consultant work closely on IDPs, to assure fulfillment of the CEP objectives and the job qualifications,

1. Individual Development Plan (IDP)

- a. An Individual Development Plan will be developed for each CEP employee, following the IDP. The employee's supervisor will develop the plan, with technical assistance from the Human Resources Office and will be prepared no later than 30 days following the employee's reassignment to the training position, and will be reviewed by the HR office. The plan is open to revision to enhance achievement of objectives.
- b. In order to maximize on-the-job experience, the CEP Trainee will take college/university courses on his/her own time.
- c. Selection of other training taken under the IDP, and the allowance of duty hours for this training, are provided under the same practices as for other employees; during an employee's official tour of duty.

L. Training Evaluation

1. The supervisor must evaluate the CEP Trainee's progress every 90 days during the first six months of training. Thereafter, evaluations are required every six months. As shown in the IDP outline, semi-annual progress reviews and an annual performance appraisal must be done under the Performance Appraisal Program system.
2. The CEP trainee must maintain an "acceptable" performance rating to continue in the program.
3. A summary rating of acceptable dated within 30 days, must be completed prior to promotion.

M. Career Advancement

1. Promotions During Training Period

The IDP describes promotion opportunities between the CEP Trainee's entry into the program and his/her placement into the target position. Qualifications and time-in-grade requirements must be fully met before promotion to the next grade in the trainee career ladder. Performance evaluations must indicate acceptable performance.

2. At a minimum, employees must serve for a period of six months prior to promotion in the CEP.

N. Program Completion

1. Although qualifications requirements may be waived for initial entry in a new career field, all CEP Trainees must meet OPM Qualifications Standards Handbook for their target positions. Placement in the target position successfully concludes the CEP.
2. If at any point in the training period there is an indication, as evidenced by supervisory evaluations or performance in training courses, that trainees are not performing satisfactorily and may not be able to move target positions, the trainees' supervisor and the HR Consultant will review the circumstances and consider the following options: returning the employee to their original position or a similar one; detailing the employee to a different training opportunity; reassigning the employee, sending the employee to additional formal training courses; or extending the period of training in the present trainee position.

CIT Career Enhancement Program Agreement

I, _____, understand that the offer of a position in the Career Enhancement Program is made with the following stipulations and conditions:

- I will be moved from my present position, supervisor, and responsibilities to a training position in CIT and occupational area to which I have been accepted and will continue training in CIT within that occupational area while I am part of the CEP program. Career Enhancement Program Manager is identified as: _____.
- Training in this program is governed by the provisions of the Government Employees Training Act (GETA) - codified in Title 5, United States Code, Chapter 41 available in CIT Human Resources Office.
- I am responsible for working ____ hours per week at the CIT on a full/part-time basis and attend approved classes on my own time, after work hours.
- While attending college/university courses agreed upon I will pursue a curriculum designed to prepare me for my target position. The CEP program commits to a maximum of four college courses per year. CIT will pay for the courses and books necessary to satisfy the obligation to take training courses relevant to my target position and approved by CIT. I understand that if I do not complete a course with a satisfactory grade (C or better) or a pass (pass/fail system), I may be required to re-pay CIT for the courses and books.
- My courses and class schedules for each semester will be agreed upon by my supervisor prior to the beginning of the semester and I will provide copies of the agreed upon courses and schedule to the supervisor, and the human resources office representative.
- I will be responsible for submitting an HHS Form 350/NIHITS authorization, through my supervisor, for each course for which I register at the college/university selected; that I will submit academic data (copies of transcripts of grades) to the Supervisor/Manager and human resources office for evaluation purposes.
- I may review upon request the contents of the file, which the human resources office establishes concerning my participation in the Career Enhancement Program.
- Promotions while in the program are based on meeting qualifications requirements for that position (as stated in the U.S. Office of Personnel Management Qualifications Standards Handbook - X118), time-in-grade restrictions of FPM Chapter 300, maintaining a 2.0 grade point average in courses paid for by CIT and performance evaluations must reflect acceptable performance. Promotions are not granted automatically, at a minimum employees must serve at least six months in the CEP before promotion.
- A rating of unacceptable on my performance evaluation may be grounds for removal from the Career Enhancement Program.
- I will accept final placement in the target position within CIT. _____ I accept the offer of a training position as _____, in the CIT Career Enhancement Program

_____ I decline the offer of a position in the Career Enhancement Program.

Discussion of this agreement held with Career Enhancement Program Manager identified above.

Signature of CEP Trainee

Date

POTENTIAL KSAs

1. Ability to communicate effectively orally.
2. Ability to communicate in writing.
3. Ability to analyze and solve problems.
4. Ability to comprehend, formulate, and interpret information and data in quantitative and symbolic terms such as preparing graphs, charts, or tables.

CIT Career Enhancement Program

Individual Development Plan Outline (IDP)

I. Basic Data

- A. Name of CEP Trainee:
- B. Training Position: (Title, Series, and Grade)
- C. Target Position: (Title, Series, and Grade)
- D. Organization/Location:
- E. Date Training Begins:
 - On-the-Job Training
 - Formal Training
- F. Projected Date for Completion of:
 - On-the-Job Training
 - Formal Training
 - Performance Appraisals
- G. Projected Date for Qualification for Placement in Target Position:
- H. Supervisor: (Name/Title)

II. Orientation to CIT Office/Division

III. Description of On-The-Job Training Assignments:

Describe, for each segment of training (usually a minimum of three months to six months in a rotation – dependant upon minimum qualifications of the target position), the objectives of the training period, and the major developmental duties/tasks assigned. Each segment must provide for the CEP Trainee to receive progressively more difficult and complex duties and responsibilities designed to prepare the CEP Trainee for effective performance in the target position. Performance expectations or standards for each segment are to be documented, so that the CEP Trainee's progress can be evaluated against specific requirements. Initial training segments should emphasize knowledge of the basic fundamentals required by the target position. The final training segment should provide duties and responsibilities commensurate with the grade level of the target position.

IV. Formal Training:

Include in this section requirements for formal coursework that will enhance the CEP Trainee's on-the-job training assignments. Also include recommended OPM, HHS or other short courses needed to provide specific skills or knowledge required by the target position.

V. Training Evaluation:

Prepare the CEP Trainee's performance appraisal plan in the normal format, including elements for on-the-job training, and short courses. Write provisions for evaluation of the CEP Trainee every 90 days during the first six months of training and every six months thereafter.

VI. Approval:

_____ CEP Trainee Signature	_____ Date
_____ Supervisor Signature	_____ Date
_____ Human Resources Consultant, CIT Signature	_____ Date

CIT Career Enhancement Program Evaluation

Supervisors Evaluation of CEP Trainee Progress

CEP Trainee's
Name:

Date:

Training Position (Title/Series/Grade):

Target Position (Title/Series/Grade):

PLEASE EVALUATE THE CEP TRAINEES PROGRESS IN THE FOLLOWING CATEGORIES DURING THE PERIOD OF _____ THROUGH _____.

I. Development of Job Knowledge. Describe major assignments given/projects undertaken during this period.

A. How well has the CEP Trainee learned and applied what must be known to carry out these assignments? (e.g., use of regulations, guidelines, and manuals; following directions or procedures given by others).

B. Courses taken by the CEP Trainee during this period have contributed to on-the-job learning and skill development? ☐ Yes ☐ No

Explain:

C. To what degree does the CEP Trainee use initiative in:

- Seeking information and guidance?
- Resolving problems?
- Starting and completing assignments?

II. Communications

A. Please indicate how important oral/written communication skills and teamwork will be in the performance of target position duties.

	<u>Very Important</u>	<u>Important</u>	<u>Not Frequently Required</u>
Oral Communication:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Communication:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

B. In completing on-the-job assignments, the CEP Trainee has demonstrated:

	<u>Skilled</u>	<u>Proficient</u>	<u>Developmental</u>
Oral Communication:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written Communication:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:			

C. Examples/highlights, which demonstrate the CEP Trainees use of cooperation, and teamwork in order to complete assignments.

- D. Identify developmental areas and course of action (to be mutually discussed and agreed upon).

III. Work/Study Scheduling

- A. Has the CEP Trainee arranged a work/school schedule, which allows him/her to take maximum advantage of on-the-job development opportunities?
- B. To what extent have you participated in the scheduling process?

IV. Training Process

- A. Evaluate the CEP Trainee's overall progress towards achieving the objectives of his/her IDP.
- B. Is there a need for modification of the IDP?

V. Follow-up

- A. As a result of this evaluation process, do you and/or the CEP Trainee feel there is a need to involve your Human Resources Office representative in a follow-up meeting?

	<u>Yes</u>	<u>No</u>
Supervisor	<input type="checkbox"/>	<input type="checkbox"/>
CEP Trainee	<input type="checkbox"/>	<input type="checkbox"/>

- B. Do you need information or assistance in the following?

- IDP Revision
- Program Policy Interpretation
- Academic Information (school calendar, catalog, etc.)
- Other (specify)

COMMENTS:

CEP Trainee Signature / Date

Supervisor Signature / Date

CIT CEP Trainee's Evaluation of Training Assignment

CEP Trainee's
Name:

Date:

Training Position (Title/Series/Grade):

Target Position (Title/Series/Grade):

Supervisor:

Organizational Location:

**PLEASE EVALUATE THE TRAINING IN WHICH YOU HAVE PARTICIPATED DURING THE PERIOD
OF _____ THROUGH _____.**

I. Development of Job Knowledge

Briefly describe major duties and/or projects assigned to you during the above period.

- A. How adequately were you prepared to complete these assignments? (i.e., explanation of use of manuals, procedures, and tasks to be completed).
- B. To what extent are you able to relate or apply your academic coursework to the skills and knowledge you are developing on the job?
- C. To what degree do you exercise initiative in:
 - Seeking information and guidance?
 - Resolving problems?
 - Starting and completing assignments?
- D. On-The Job Training was most beneficial in the following area(s):
- E. Schooling/formal training was most beneficial in the following area(s):
- F. Most Significant Project:
- G. Knowledge/skills acquired during this rating period:

II. Communications

- A. Describe any special training needs in oral communication that has surfaced since the last evaluation.
- B. Describe any special training needs in written communication that has surfaced since the last evaluation.

III. Work/Study Scheduling

- A. To what extent do you involve your supervisor in the scheduling of your on-the-job training and in the selection of coursework?
- B. As a result of this evaluation process, do you feel there is a need to involve your Human Resources Office representative in a follow-up meeting?

☐ Yes

☐ No

COMMENTS:

CEP Trainee Signature / Date

Supervisor Signature/ Date